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ABSTRACT

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on classroom meetings. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a classroom meetings game board and cards. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand the general purposes, the physical aspects and the philosophical components of classroom meetings; to understand the specific types of classroom meetings and how to begin them; and to learn leadership techniques for facilitating effective classroom meetings. In addition to the other five staff development training manuals (CE 018 139-141 and CE 018 143-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

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CE

Staff Development K-6

Comprehensive Career Guidance

CLASSROOM MEETINGS

CE 018142

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Staff Development

CLASSROOM MEETINGS

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CLASSROOM MEETINGS

GOALS

Goal 1 To understand the general purposes, the physical aspects and the philosophical components of Classroom Meetings

Activity 1 - Leader's presentation of an overview of classroom meetings

Goal 2 To understand the specific types of classroom meetings and how to begin them

Activity 1 - Classifying classroom meetings

Activity 2 - Generating topics for the classroom meeting types

Activity 3 - Getting started pointers

Goal 3 To learn leadership techniques for facilitating effective classroom meetings

Activity 1 - What not to do

Activity 2 - What to do

Activity 3 - The Game Plan

Activity 4 - Putting it together

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To understand the general purposes, the physical aspects, and the philosophical components of classroom meetings	overview of classroom meetings	*leader overview of classroom meetings	20	discussing	large group
		*stimulus sentence recap	10	writing	independent
To understand the specific types of classroom meetings and how to begin them	types of classroom meetings; topics for meetings	*classifying classroom meetings	10	reading, writing	independent
		*generating topics for classroom meetings	30	discussing, writing	small group
		*getting started pointers	20	discussing	large group
To learn leadership techniques for facilitating effective classroom meetings	effective leadership skills	*looking at what NOT to do	30	reading, discussing	independent, large group
		*looking at WHAT to do	20	discussing, transparencies	large group
		*synthesizing through a board game	60	playing a game	small group
		selling classroom meetings	45	planning, writing	independent

ACTIVITY DIRECTIONS

Goal 1: To understand the general purposes, the physical aspects and the philosophical components of classroom meetings.

MATERIALS/EQUIPMENT: newsprint and felt pen and/or overhead projector, transparencies (optional), Participant Worksheet 1, Participant Summaries 1,2.

ARRANGEMENTS/PREPARATION: arrange chairs in a circle format.

Activity 1 - "Overview of Classroom Meetings"

Objective: Participants will learn the basic principles of Classroom Meetings and will list 4 initial responses to the principles.

Preparation: Have either newsprint or an overhead projector available to summarize the main points.

Give a mini lecture on the purposes, physical aspects and philosophical components of classroom meetings. Read the leader's summaries of classroom meetings #1 and #2. Be sure to emphasize the following points.

1. Classroom meetings promote success.
2. Classroom meetings have a structure.
3. Classroom meetings involve behavior assessment, planning and committment to a plan.
4. Punishment is not consistent with the classroom meeting model.

Have participants turn to P-handout #1 and fill out individually. Within a large group context, ask participants who are willing to share some of their responses. Tell participants that participant summaries 1, 2 are for their review.

Goal 2: To understand the specific types of classroom meetings and how to begin them.

MATERIALS/EQUIPMENT: newsprint and a felt pen, Participant Worksheet 2, 3 and Participant Summary 3.

ARRANGEMENTS/PREPARATION: Same as above.

Activity 1 - "Classroom Meeting Types"

Objective: Participants will categorize three types of classroom meeting.

Preparation: Read the leader's summary #3 on types of meetings. Give an overview of the three types of classroom meetings. Be sure to emphasize:

1. how the purpose of each group is different

2. that involvement is decision-making, participation and problem solving undergirds each type

Have participants turn to P-worksheet #2 and classify the meetings according to the situation.

Quickly check with the whole group for the appropriate answers and clarify any questions. Tell participants that participant summary #3 is for their review.

Activity 2 - "Generating Topics"

Objective: Participants will list at least three topics of discussion for each of the meeting types.

Preparation: Same as for Activity 1.

Ask participants to divide by primary (K-2) or intermediate (3-6) level of background and/or interests. In small groups of not more than four, instruct participants to generate topics for each of the types of classroom meetings.

To synthesize, take each type of meeting one at a time and ask participants to share with each other topics they have generated.

Activity 3 - "Getting Started Pointers"

Objective: Participants will learn specific pointers for starting and conducting Classroom Meetings.

Preparation: Read the leader's summary of starting and conducting pointers #4.

Give an overview of the materials. Invite participants to ask questions. Summarize the main point on newsprint or a chalkboard.

Goal 3: To learn leadership techniques for facilitating effective classroom meetings.

MATERIALS/EQUIPMENT: newsprint and felt pen, Participant Worksheets 4,5,6.

ARRANGEMENTS/PREPARATION: Have enough game boards and accompanying pieces for 4-5 players to each game.

Activity 1 - "Looking at what NOT to Do"

Objective: Participants will learn specific behaviors to avoid for effective leadership of classroom meetings.

Preparation: Be thoroughly familiar with the twelve negative leadership behaviors in the leader's summary on sabotage techniques #5.

Ask participants to turn to their worksheet #4 on sabotage techniques. Go over each negative leader behavior with a brief discussion. Ask participants to mark the techniques they would most likely use IF they wanted to sabotage themselves as effective leaders. (If some resist this concept "I wouldn't sabotage myself, I would want to do a good job!" etc., ask them to pretend there is a sneaky, rebellious part of them that might want to sabotage and that they would only be pretending.

Activity 2 - "Looking at What We Do"

Objective: Participants will learn of specific skills which facilitate effective leadership of classroom meetings.

Preparation: Be thoroughly familiar with the eight facilitative leadership techniques specific responses in the leader's summary #6.

Ask participants to read their worksheet #5 on the eight leadership skills. Ask them to mark the items according to the directions on their worksheet.

Discuss each skill separately. Tell the participants that they will be using this material for part of a game which is the next activity.

Activity 3 - "The Game Plan"

Objective: Participants will synthesize information within the context of a simulation style game.

Preparation: Have enough game boards for 4-5 member participant groups. Check for the following game parts: 1 game board; markers for each player; 1 die; 15 CHANCE CARDS; 15 LEADER RESPONSES CARDS; 15 SABOTAGE CARDS; 15 LEADER SKILLS CARDS; game directions; and handouts from the workship (for players reference).

Read the game directions and be familiar with the various situations and responses.

GAME DIRECTIONS

1. Roll the die-the player with the highest number is first, next highest number is second, and so on.
2. Each player rolls the die and moves around the game board.
3. The game is over when one player has passed FINISH or when the allotted time is over (the one closest to FINISH is the "winner").
4. There are four major drawing piles:

   *15 CHANCE CARDS-the player does what the card says, but stays on the space where he landed.

   *15 LEADER RESPONSE CARDS-the player reads the situation aloud and then moves forward or backwards as the card directs.

   *15 SABOTAGE CARDS-the player reads the card aloud and answers the question. If he is correct, he gets to roll again. (Some of the sabotage cards require the accompanying "situation card.")

   *15 LEADER SKILLS CARDS-the player reads the situation aloud and then moves forwards or backwards as the card directs.

5. A player may draw from each pile only once during any one turn.

See the leader's summary #7 of the content of the four drawing piles for greater familiarity with specific content.

Activity 4 - "Putting It Together"

Objective: Participants will role-play "selling" the idea of classroom meetings to an administrator.

Preparation: Be familiar with the directions for switching roles from actor to responder to observer in participant worksheet #6.

Ask participants to form in groups of three. Tell them to look at their worksheet for the directions for role-playing. Go over the directions with the participants. After the groups have begun, let each role-playing go for 5 minutes with about 3 minutes for feedback from the observer and responder. Continue this 5- and 3-minute format until all members have been the actor once.

Finish this exercise and workshop with a synthesis of the salient "selling" points participants generated.

LEADER'S SUMMARIES

Leader's Summary of Classroom Meetings #1

Purposes of Classroom Meetings

1. Allow students to experience Glasser's three components of success.
   -involvement
   -relevance
   -thinking

2. Provides success experience. No one in class can fail because in a class meeting there is no right or wrong answer.

3. Allows the more and less capable students in a class to interact on an equal basis.

4. Promotes cohesiveness of class.

5. Solves many classroom problems.

Physical Aspect of Class Meetings

1. Need ground rules for conducting meetings.
   -get the group into a close circle in the classroom, teacher and students.
   -work on an idea which has no right or wrong answer: not a factual or simple answer; open ended subject.
   -attempt to solve the individual and group educational problems of the class and the school-to solve the problems of living in their school world.
   -all problems relative to the class as a group and to any individual in the class are eligible for discussion.
   -discussion itself should always be directed toward solving the problem; the solution should never include punishment or fault finding.
   -meeting help just prior to a natural class break-lunch, recess, etc.

2. Meeting time should be consistent.
   -Elementary school-at least once a day.
   -High school-perhaps two or three times a week.
   -Length of individual meeting would vary according to grade level of participants.

". . . . They (school systems) must help people develop the sense that 'I'm somebody, people care about me, and I care about other people. I've learned successfully some things that are useful and also make sense to me, and while I may not be able to use them directly right now or later, they're still good and I feel good about what I've learned.' . . . ."
-taken from "A Talk With William Glasser," Learning, December 1972.

The Reality Concept - William Glasser

Description and History:

The Reality Concept is based on the theory that a successful identity is found only through responsible behavior. Responsibility is defined as the ability to fulfill one's needs and to do it in a way that does not deprive others of the fulfillment of their needs. Responsibility is brought about through an examination of goals, values, and behavior, and followed up by planned behavior changes.

The Reality Concept is one of the most recent behavior change approaches. It was developed by Dr. William Glasser and Dr. G. L. Harrington during the 1950's during their work at the Ventura School for Girls in Southern California. This concept is designed "to help those already successful to maintain their competence and help others become successful."

Principles of the Reality Concept (*applied here to the classroom situation):

1. Involvement - This begins with the teacher who needs to be warm, sensitive, understanding and honest. This kind of relationship is essential. Only when a feeling of care and concern is established through involvement can progress occur. This care is not a blind acceptance of all the child's actions and feelings. It is a concern which is shown through praise for acceptable behavior and rejection of unacceptable behavior. The teacher must be tough - he or she must be able to survive the anxiety produced in such disapproving situations. It is felt that in this way, the teacher's concern is much more real to the student when he is encouraged to become involved with those around him.

2. Current Behavior - Although the child's past and his feelings about it are acknowledged in the Reality Concept, the emphasis is on current behavior. It is hoped that this will discourage

the student from relying on his past or his feelings as excuses for present actions. The emphasis is put on "what" (referring to behavior) and "how" (referring to reactions and feelings about behavior), rather than "why". This helps the child become aware of his behavior and to understand that his behavior is a self-involvement that he chooses.

3. Evaluating Behavior - Although the teacher serves to guide and suggest behavior, the final judgement on the value of behavior is left to the student. He is responsible for critically judging his actions and its value to himself and to others. When a child decides that an illegal or "negative" action has value for him, he must be advised of the likely consequences of his actions and be willing to accept them. The responsibility is in his hands.

4. Planning Responsible Behavior - Once a value judgement is made about a particular behavior, the teacher and student work together to plan future responsible behavior. Often the student is at a loss in this area. The teacher guides and suggests appropriate behaviors, but the student makes the final decision as to what is best for him and for others involved. Plans must be realistic and appropriate. They are revisable if found to be unworkable, but a good effort should be made to carry it out.

5. Commitment - Either verbal or written, the student must truly commit himself to the plan. Because of the involvement he has established with another individual, it is easier to commit himself. Someone else cares whether he succeeds or not. This involvement is especially essential at this point in time. Written commitments are encouraged as they often seem stronger and more real to the student.

6. Accept No Excuses - If a plan does not work out, the values professed must first be examined. If they are still valid, the plan must be re-evaluated. If the plan is reasonable, the individual then must either re-commit himself or completely uncommit himself from the plan and devise a new, more appropriate or feasible one.

7. No Punishment - Punishment breaks the involvement necessary for the person to succeed. Encouragement, on the other hand, solidifies involvement. Thus, good behavior is encouraged, failures are de-emphasized. Punishment tends to reinforce one's failure identity and increase his sense of loneliness and hopelessness, often resulting in withdrawal and/or hostility. It does not allow the individual to judge his own behavior.

Consequences of behavior are different from punishment, which tends to be punitive. Consequences give the individual feedback on his behavior and allows him to redirect his actions.

Materials by William Glasser:

Reality Therapy (1965)
The Identity Society (1971)
Schools Without Failure (1968)

Parent Involvement Program (1972)

Leader's Summary of Classroom Meeting Types #3

Social-Problem Solving Meeting

- Concerned with student's social behavior in school; i.e., the seniors are particularly noisy during their free study period. This disturbs other students and teachers. How can this be handled?
- All problems relative to the class as a group and to any individual in the class are eligible for discussion.
- The discussion itself should always be directed to solving the problem; the solution should never include punishment or fault-finding.

Open-Ended Meetings

- Concerned with intellectually important subjects. Students are asked to discuss any thought-provoking questions related to their lives; i.e., What would you buy if you had a thousand dollars?
- Type of meeting which should be used most often, even where behavior problems are most prevalent. The more it's used, the more it's applicable.

Educational-Diagnostic Meetings

- Always directly related to what class is studying; i.e., the class is disappointed that after studying the American Revolution, the students still didn't feel they understood the dimensions of it.
- Can be used by the teacher for a quick evaluation of whether teaching procedures in the class are effective.

Leader's Summary of Pointers for Starting and Conducting Classroom Meetings #4

Conducting Classroom Meetings - Getting Meetings Started

1. Glasser's educational philosophy should be discussed and understood by the school faculty.

2. Some faculty member, preferably one who has had some experience in conducting class meetings, should demonstrate meetings to individual members and to the whole faculty.

3. The large-circle seating arrangement has been proven to be most effective in stimulating communication.

4. Teacher should sit in a different place in the circle each day; and he/she should make a systematic effort to arrange the students so that the meeting will be most productive. Visitors to meetings are welcome.

5. In learning to conduct meetings, teachers might team, either as observers or co-leaders.

6. Subjects for open-ended discussion may be introduced by the teacher, as he/she sees fit, or by the class.

7. Meeting duration should depend upon the age and meeting experience of the class.
   - Primary students may find it difficult to maintain attention for more than 15 minutes, but the time might be increased up to 30 minutes.
   - 30 minutes is a good meeting time for intermediates and higher grades.
   - Probably better to hold meetings to a specific duration than to allow them to vary in time from day to day.
   - Teachers should be allowed to cut off a meeting.
   - Meetings should be held before a natural cutoff such as lunch or recess.
   - Meetings should be regularly scheduled and consistent: daily, if possible but at least once a week.

8. Children seem to respond best if they are given an opportunity to raise their hands. It may be possible to run meetings in which children politely wait their turns to talk, but this is a difficult goal to accomplish. Older students should be allowed to speak without what to them seems childish hand raising.

9. A teacher should never interrupt a student to correct bad grammar, bad usage, or mild profanity. Teacher may intervene when student goes on endlessly and is boring the class.

10. Students may become very personal. Teacher should accept these comments, but may ask student to discuss something else if he/she starts talking of drunken brawls, etc.

Conducting Classroom Meetings - Getting Meetings Started

1. Teacher should feel program is of value.

2. Teacher should be enthusiastic.

3. Teacher should not become discouraged if meetings are not good every day.

4. Topics must be relevant, interesting, and thought-provoking.
   - Specific questions draw more response than general ones.
   - Teacher must be prepared to follow up questions and discussions. Besides the topic, he/she needs additional questions to keep meeting going.
   - Topics may come from class or from teacher.

Leader's Summary of Sabotage Techniques #5

1. Ordering, directing, and commanding---

   The teacher wants to keep things well under control and demands that the child get rid of negative feelings immediately and "shape up".

2. Warning, admonishing, or threating---

   The teacher threatens the child with the consequences that will occur if he does something.

3. Moralizing and preaching---

   The teacher tells the students what he should do or what he ought to do (what's right) and is concerned that the child has the "proper" feelings.

4. Advising and lecturing---

   The teacher tries to show his superiority by continually giving the child solutions to his problems.

5. Communicating logic and making an appeal to the child's reason---

   The teacher again shows superiority by giving facts or a counter-argument and by lecturing.

6. Judging, criticizing, disagreeing, or blaming a child---

   The teacher has already pronounced a verdict of "guilty" without a trial. He is interested in proving that he is always right and that the child is always wrong.

7. Praising, agreeing, evaluating positively, approving, buttering up---

   The teacher demonstrates partiality to a student and tends to praise the person rather than the act.

8. Name-calling, ridiculing, shaming---

   The teacher is interested in being right and puts the student down with sarcasm or joking.

9. Psychoanalyzing the child, interpreting, diagnosing---

With the best of intentions, the teacher tries to analyze the problem so that he can be in a better position to "set the child straight".

10. Reassuring, sympathizing, consoling, supporting---

Simple reassurance, a pat on the back, and the pretense that all is well when it isn't are the teacher's answer to a child's worries and anxieties.

11. Probing, questioning, interrogating---

The teacher wants to know "who, what, when, where, and why." This could be used to excuse himself from involvement or possibly to gather every detail in order to solve the child's problem for him.

12. Laughing, offering diverting responses, distracting the child, or withdrawing from the relationship entirely---

The teacher also attempts to excuse himself from involvement by treating the child's feelings lightly.

*Adapted from Effectiveness Training by Dr. Thomas Gordon.

Leader's Summary of Specific Effective Leader (Teacher) Responses #6

1. Silence is often an effective response. It is necessary to allow group members time to think. Given such time, each member will be able to identify something learned from the experience of other class members. A period of silence that seems like an eternity to the leader with "right" answers is in reality only 30 seconds. Many times group members can be counted on to fill the void of silence. And their ideas and thoughtfulness will produce more learning than a dozen "right" answers.

2. The Repeat: "You tried to cooperate but had a hard time finding a place to start." A repeat lets members know they are heard, gives them a chance to hear themselves, and gives an opportunity for correction if the leader has perceived incorrectly.

3. Pairing: If another member has previously reported a similar situation, "Your experience was similar to _____." or "Both you and _____ had trouble finding a way to cooperate with your brothers." Misery does not love company but people do.

4. Respond to Content: The "repeat" above is a content response because it paraphrases what happened. This is more comforting than a response to feeling which will be illustrated later.

5. Expand: Given an opportunity most children will gladly tell you about their experience and in the process clarify the situation. "Can you tell us more about what your brother was doing?" "What did you try to do?"

   The member senses a genuine interest and the desire of others to be helpful. The leader may wish to build excitement either with the member or the entire group. The same situation presents the opportunity.

6. Action Response: Once a basic relationship exists between the leader and the group as well as among group members, the leader may take action responses. The basic relationship means that a supportive atmosphere exists and the response will not be perceived as criticism or a put down.

7. Feeling Response: Like action responses, feeling responses are more personal. To identify the feeling, think first in gross term of pain and pleasure and then narrow to the more specific feeling. "You were pretty discouraged at not being able to get something started." "Were you annoyed?" Again, a wrong guess enables you to improve your mark.

8. Ask for an Explanation: By comparison, why questions are more exciting than what, when, or where questions, but why questions demand an explanation. "Why wouldn't your brother let you help him?" "Why did you wait until yesterday to try to cooperate with your brother?" Most of the time children do not know the "why" of their behaviors and will feel defensive in their efforts to come up with the "right" answer.

   Compare the feeling tone generated by the above questions with the more comforting "When did you start yesterday?" "Where were you when you tried to cooperate?" "Who was with you?" In general, "why" questions are probably to be avoided by the discussion group leader but on occasion they will fit in with your goals.

Leader's Summary of Leader Response Game Cards #7

You are leading your second classroom meeting and you still feel a bit nervous. Joanie has just described a problem she has had with her cousin and has asked, "What should I have done?" The "right" answer seems obvious to you - yet none of the other students are volunteering a solution. So, to keep things "moving", you suggest your "right" answer. In this case, SILENCE would have been an effective response. Thirty seconds may seem like an eternity to you - but it would have allowed others to get up the courage to speak out.

GO BACK 1 SPACE

Jamie has just posed a question about one of the ideas presented during the classroom meeting. You decide to use SILENCE as a response for Jamie. After a short while, Susan - who usually has a difficult time speaking before the others - begins to explain her viewpoint concerning the idea in question. Good leader response!

GO AHEAD 2 SPACES!

You have been having classroom meetings for a few weeks and you are now teaching about the goals of misbehavior. The students are not becoming involved in the discussion very easily. To illustrate your teaching point and to get the discussion going, you begin to describe a personal example of an attention-getting method you used as a child. This is a good use of CONCRETENESS in response to the tension of the group.

GO AHEAD 2 SPACES!

This is the tenth classroom meeting and the students are very interested in having an opportunity to discuss and receive help with their personal situations. However, as leader you have been giving several examples from your own experiences to teach specific points. This extensive use of CONCRETENESS responses by the leader is unwise. CONCRETENESS should be used sparingly by the leader in the later group sessions.

GO BACK 1 SPACE

The REPEAT RESPONSE: Maggie has been reluctant to get involved in the classroom meeting discussions. Today, however, she timidly tells of a problem situation she is having with her brother. You want her to feel understood and comfortable in sharing. So you repeat the basic content: "You would like to get along better with your brother, but you're having a hard time knowing how and where to start."

GO AHEAD 1 SPACE!

Peter is attempting to describe at the class meeting how his sister teases and bothers him at the dinner table. You respond: "I remember from last week that Jason was describing a similar problem. Both of you seem to have behavior troubles with sisters who tease you." This was a good PAIRING response for you to make.

GO AHEAD 1 SPACE!

You and your students are holding an educational - diagnostic classroom meeting. You are concerned that the unit on the Civil War did not have a full impact on the students. Jimmy remarks that he really didn't understand all the things that caused the war to begin. After a few other comments, Linda also remarks that she didn't see why the South wanted to go to war. As the leader you want the students to feel comfortable while risking and revealing themselves so you use a PAIRING response: "Both you and Jimmy have similar difficulties in understanding the basic causes of the Civil War".

GO AHEAD 1 SPACE!

This is the first classroom meeting and the students seem somewhat ill-at-ease. You have decided that you want to establish a comfortable atmosphere for them to share in; so you direct most of your remarks about their situations to RESPONDING TO CONTENT. For example, Joy described how the six graders often chase and tease them on the playground. You react with: "You would like to get along with the older children and not have them tease you, yet you aren't sure how to start?"

GO AHEAD 1 SPACE!

Phillip is trying to enlist the help of the other students in the classroom meeting. He wants to learn how to stop the way his brother picks on him at home. The group has met several times together

now and you would like to build a little more excitement in the group. So you ask Phillip: "Tell us more about what your brother does to you. What do you do while he acts this way?" Good use of an EXPAND-RESPONSE.

GO AHEAD 2 SPACES!

You have been having weekly classroom meetings for many months now, and the class has become a close, supportive group. Andy has brought up a problem he is having with a close friend in another classroom. You give an ACTION RESPONSE: "What would you like to do about it, Andy?" this launches Andy and the group into generating a plan on how to handle the situation.

GO AHEAD 1 SPACE!

Jeff came to school this morning noticeably upset. During the classroom meeting he explained how before school he had fallen on the sidewalk, tore his jeans, and the other boys had laughed at him. You quietly remarked: "You must have felt hurt and maybe a little angry when they laughed at you." Good FEELING RESPONSE.

GO AHEAD 2 SPACES!

Your class has been having meetings once a week for several months now. A few students are discussing the gym teacher's methods of making each student perform before the entire class. Holly remarked, "Yesterday we were suppose to take turns doing cart wheels in front of everyone. I couldn't do one and they laughed at me." You respond, "You must have felt hurt and embarrassed when they laughed at you." Good FEELING RESPONSE.

GO AHEAD 2 SPACES!

The topic being discussed at today's classroom meeting is "tardiness and its consequences." Jeff is complaining that he was late yesterday because his mother didn't make sure he got up in time. You respond: "Why did you decide that getting to school on time was her responsibility and not yours?" This ASK-FOR-AN-EXPLANATION-RESPONSE (the Why-question) is usually to be avoided by the group leader. It is often too confrontive for a group member. Rarely - in extreme cases - would this type of response fit in with your goals.

GO BACK 1 SPACE!

29

Leader's Summary of Sabotage Game Cards

Situation Card:

It is the second classroom meeting and the students are learning the techniques of how to function within the group setting. Today's topic is "student responsibility at recess and in the lunch room." The meeting is at the point where the students are loosening up and really getting into the discussion. Bob now presents a related topic to the group: "We've been talking about how we should act at recess and lunch, but we have a big problem too. It's Mrs. Fetters (a woman who is employed as the lunch room supervisor). She's a real pain! She won't let us talk or laugh while we eat lunch - and if we do, she yells at us. And we have to eat so fast; all she says is 'Hurry, hurry, hurry - the next group will be here soon.' (Bob mimics her voice.) It makes my stomach hurt. She's dumb and I don't like her!"

Sabotage - C.M.

Situation: Read the "situation card."

Teacher Response: "Bob! I don't want to hear you talking about Mrs. Fetters that way again! She is the lunchroom supervisor and you are to do what she says!"

If the teacher consistently uses this type of response in the classroom meeting, he will destroy the progress of the group. What type of sabotage technique is the teacher using?

—

If you said something like:
Ordering - Directing - Commanding

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Bob, if I hear you talk that way about Mrs. Fetters again, I will contact your parents! And if you can't keep on the topic of our group discussion, then you will have to leave the room!"

If this teacher consistently uses this type of response, she will destroy the progress of the group. What type of sabotage technique is the teacher using?

—

If you said something like:
Warning - Admonishing - Threatening

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Oh, Bob! (Patronizing tone of voice) you know you shouldn't speak that way about Mrs. Fetters. We should always respect our elders, dear."

If this teacher consistently uses this type of response, she will destroy the growth of the group. What type of sabotage technique is the teacher using?

—

If you said something like:
Moralizing - Preaching

ROLL AGAIN!

Situation: Read the "Situation card."

Teacher Response: "Now, Bob, you know the situation in the lunch room. If I were you, I'd just do what Mrs. Fetters says. Of course, another way of handling the problem is to talk to Mrs. Fetters about how you feel."

This teacher consistently uses this type of response and he is inhibiting any progress in the group. What type of sabotage technique is this teacher using?

—

If you said something like:
Advising - Lecturing

ROLL AGAIN!

Situation: Read the "situation card"

Teacher Response: (Patronizing voice tone) "Now Bob - stop to think. You know how loud and slow it can be when everyone talks instead of eating lunch. Mrs. Fetters is just trying to keep your lunch period running smoothly."

If this teacher continues using this type of response, he will inhibit any group progress. What type of sabotage technique is the teacher using?

—

If you said something like:
Communicating Logic and Making An Appeal to the Child's Reason

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Bob, I doubt if Mrs. Fetters would bother you so much if you weren't always goofing off during lunch period! Mrs. Fetters is trying to do a good job - why don't you help her out."

If this teacher continues using this type of response, she will inhibit any group growth. What type of sabotage technique is the teacher using?

—

If you said something like:
Judging - Criticizing - Disagreeing - Blaming

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "You're a good group member for bringing this to our attention, Bob. Maybe we should look into it. You're such good boys and girls for not causing Mrs. Fetters a lot of trouble."

If this teacher consistently uses this type of response, she will destroy the progress of the group. What type of sabotage technique is she using?

—

If you said something like:
Praising (the person and not the act) - Agreeing - Evaluating Positively - Buttering up - Overly Approving.

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: (sarcastic tone of voice) "Bob! Of all the ridiculous things to say! Maybe your stomach ache is from your lunch and not from Mrs. Fetters!"

Continual use of this type of response will inhibit any progress this teacher might hope the group will make. What kind of sabotage technique is he using?

—

If you said something like:
Name-calling - Ridiculing - Shaming

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Now Bob, help me to understand this problem. Exactly what does Mrs. Fetters say when you begin to talk to each other? And is that talking in "quiet voices" or talking loudly across the room?...."

Continuance of this type of response will hinder any group progress. What type of sabotage technique is this teacher using?

—

If you said something like:
Psychoanalyzing the Child - Interpreting - Diagnosing

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Oh, Bob, I'm sorry to hear about this. I'm sure, though, that if we all try hard to help Mrs. Fetters during lunch period, it will turn out all right."

Constant use of this kind of response during a group meeting will inhibit progress. What type of sabotage technique is the teacher using?

—

If you said something like:
Reassuring - Sympathizing, Consoling, Supporting

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Let's look at this a bit more, Bob. Who does Mrs. Fetters yell at? ....Can you think of a reason why Mrs. Fetters gets so upset? ...."

If the teacher uses this kind of response continually, he will destroy the progress of the classroom meeting. What type of sabotage technique is the teacher using?

—

If you said something like:
Probing - Questioning - Interrogating

ROLL AGAIN!

Situation: Read the "situation card."

Teacher Response: "Oh, Bob - I'm sure it isn't that bad! Why don't you try 'killing Mrs. Fetters with kindness.' Tell me later how it goes."

This type of response will soon discourage any group progress. What kind of sabotage technique is this teacher using?

—

If you said something like:
Laughing - Offering Diverting Response - Distracting the Child - Withdrawing from the Relationship Entirely

ROLL AGAIN!

There are usually four major steps in trying to deal with a group member who plays a consistent and disruptive sabotage game: (1) you respond by referring to the content of his statements; (2) you let the group discuss "what is happening now" or "what is really being said here"; (3) you disclose here-and-now-type feelings; and (4) you talk to the individual outside of the group setting. You have such a group member and you have reached step #4. What kinds of things might you say to this individual?

—

If you said something like:
The leader could suggest that the child make a contribution to the group (i.e. helping someone else speak out more).

or

The leader could confront the individual about his purposes in the form of an I-message.

or

The leader could recommend other resources where the individual might obtain additional help (i.e. the counselor).

or

The leader might suggest the logical consequence that the individual drop out of the group for a while.

ROLL AGAIN!

There are twelve major sabotage techniques that a defensive leader could "play" while responding to the group. Without looking at your hand-out, list and describe four of the sabotage techniques.

—

If you described any four of the following:

1. Ordering, directing, commanding
2. Warning, admonishing, threatening
3. Moralizing and preaching
4. Advising and lecturing
5. Communicating logic and making an appeal to reason
6. Judging, criticizing, disagreeing, blaming
7. Praising child and not the act; buttering up, approving
8. Name-calling, ridiculing, shaming
9. Psychoanalyzing, interpreting, diagnosing
10. Reassuring, sympathizing, consoling, supporting
11. Probing, questioning, interrogating
12. Laughing, offering diverting responses, distracting, withdrawing

ROLL AGAIN!

Group members can also sabotage the classroom meetings. Their behavior is purposive and can usually be described by the "four goals of misbehavior." Without looking at any previous handouts, describe the four goals of misbehavior and how the child wants the teacher to feel.

—

If you said something like:

Goals of Misbehavior	Teacher Feeling
1. Attention	Annoyed
2. Power	Angry, provoked, authority is threatened
3. Revenge	Deeply hurt
4. Display of Inadequacy	Despair, hopelessness, "I give up"

ROLL AGAIN!

Leader's Summary of Chance Statement Game Cards #7

Smile at the members of your group.

What is your favorite food? - Why?

Give an I-message to someone in your group.

Tell someone in your group what you like about him or her.

Describe how you feel right at this moment.

Tell about a favorite toy you had as a child.

If you could change the world, what one thing would you change? - Why?

Describe the "ideal" student - use only four adjectives.

What is your favorite color? - Why?

If you could travel anywhere in the world, where would you like to go? - Why?

What is your favorite T.V. show? - Why?

What one thing do you enjoy most about your job?

What one thing do you enjoy least about your job?

If you could change into any animal, what would you become? - Why?

What have you done this past week to help someone? Tell the group about it?

Leader's Summary of Leader Skill Game Cards #7

It's the first session of your classroom meeting and you are attempting to keep the discussion centered around "communication with teachers and students." However, Joan and Sally are in the corner criticizing the school system; Harold, Les, and Joe are discussiong communication among themselves; and the rest of the members of the class look bored. This meeting needs STRUCTURING!

GO BACK 3 SPACES

The classroom meeting is in session and the group is discussing student responsibilities as they relate to school. A few of the members try to maneuver the discussion into a verbal attack on various teachers' methods and requirements. As leader, however, you bring the conversation back to pinpointing what are the school responsibilities of children. Good STRUCTURING!

GO AHEAD 2 SPACES!

It is the second meeting you have tried with your classroom and Carrie is expressing a concern about how to get along with her brother. As the leader, you turn to the group and ask, "Has anyone else also had that kind of problem?" Other group members identify with the situation and begin to respond. Good UNIVERSALIZING!

GO AHEAD 3 SPACES!

Susan is relating during the classroom meeting about a conflict situation she had with her mother. The result of the conflict left some questions in her mind about why they both acted the way they did. Immediately two classmates respond to her remarks with such comments as "That kind of thing has been bothering me too" and "I had a similar experience with my dad." They are UNIVERSALIZING themselves because of the pattern you established earlier in the group.

GO AHEAD 3 SPACES!

Sally Ann is concluding an emotional description of how the teacher on playground duty was unfair to her. All she receives is sympathetic (or embarrassed) mumblings. What could really be helpful here is FEEDBACK from the leader and other group members.

GO BACK 2 SPACES

*Discuss in your group what could have been said to Sally Ann. Remember that FEEDBACK does not demand change - it only shares an observation.

Your weekly classroom meeting has just begun and Larry presents his problem - how to react to a neighborhood bully - before the class. Discussion follows. Then, to get Larry to begin to apply newly learned theories to a specific situation, you lead him through a series of questions: What specifically happened, how did it make you feel, what did you do, then what happened, and so on. You are helping Larry in DEVELOPING TENTATIVE HYPOTHESES.

GO AHEAD 2 SPACES!

Cassie excitedly reports to your classroom meeting about how she successfully was able to cooperate with her sister while doing the dinner dishes. You have helped her in DEVELOPING TENTATIVE HYPOTHESES and she is risking applying these hypotheses.

GO AHEAD 2 SPACES!

Al is describing how he attempted to respond to Ronnie's trying to pick a fight with him: he walked off towards the other side of the playground; however, when Ronnie followed him, he ended up fighting. All you are able to concentrate on is his adding to the power struggle by exchanging blows. As the leader, you should encourage him (he did try to remove himself from the situation as a first step) and try FOCUSING ON THE POSITIVE.

GO BACK 2 SPACES

The goal today for the students in the classroom meeting is to describe what they like about their parents. As the leader, you know how important it is to try FOCUSING ON THE POSITIVE.

GO BACK 2 SPACES

Louis often complains in the classroom meeting about the way his little brothers act toward him at home. Yet when you try to get him to pinpoint specific situations and apply the theories he has learned, he noncommitedly replies, "I'll try." You feel discouraged because you know that TASK SETTING AND OBTAINING COMMITMENTS are important parts of the learning process.

GO BACK 1 SPACE

The classroom meetings have been going on for several months now and the enthusiasm and involvement are showing a definite increase. As leader, you have established the pattern of a "homework" assignment - when applicable - to apply techniques learned during the meeting. Then at the next class meeting the students report about their experiences. Good TASK SETTING AND OBTAINING COMMITMENTS!

GO AHEAD 2 SPACES!

The third classroom meeting is over and two of the students have come up to you and expressed dissatisfaction with the progress of the group. You also have been concerned about the group's involvement. You leave the school frustrated and a bit discouraged. SUMMARIZING during the meeting would have helped to clarify feelings and mistaken impressions.

GO BACK 1 SPACE

You and your students are in the middle of the fourth classroom meeting. The discussion seems to be floundering. Various members seem to want to skirt the subject instead of talking about the real issue at hand. You stop the discussion for a minute and ask such questions as: "What is happening to our group, how are you feeling right now, what are we wanting to accomplish during this session?"

GO AHEAD 2 SPACES!

PARTICIPANT WORKSHEETS

Objective: To summarize information on classroom meetings.

CLASSROOM MEETING RECAP

TASK DIRECTIONS

Often what a person first recalls about a newly learned concept or idea is very important. As you look at the following four stimulus sentences, tap in on your first thought or association in finishing up each sentence.

1. In classroom meetings, students _____

   _____.

2. In classroom meetings, rules _____

   _____.

3. In classroom meetings, teachers _____

   _____.

4. Classroom meetings are a time _____

   _____.

Objective: To classify three types of classroom meetings according to situations.

Activity 1:

CLASSROOM MEETINGS TYPES

TASK DIRECTIONS

Determine the type of class meeting you would use to best deal with each of the 5 situations listed. Use Participant Summary #3.

		Type
1.	Mrs. Stevens is concerned because many of the class members did not understand the concept of gravity.	1.
2.	Some members of the class want to elect officers for the year.	2.
3.	John posed the problem of integration in public schools, specifically busing.	3.
4.	Mrs. Stevens asked the class what they thought about making study hall a more profitable time.	4.
5.	Cindy and many of the girls are displeased because they could not particpate in a basketball program after school.	5.

Objective: To generate topics for each of the three classroom meeting types.

GENERATING TOPICS

TASK DIRECTIONS

In a small group of 3-4, discuss possible topics for each of the three types of meetings. Generate at least three topics for each meeting type.

1. Social-Problem Solving Meeting

2. Open-Ended Meeting

3. Educational-Diagnostic Meeting

Objective: To learn specific behaviors which can sabotage classroom meetings.

SABOTAGE TECHNIQUES

TASK DIRECTIONS

Read first and then discuss with the other workshop participants the following techniques. Put a mark by the techniques YOU would be most likely to use if you wanted to sabotage your effectiveness as a leader.

__ 1. Ordering, directing, and commanding---

The teacher wants to keep things well under control and demands that the child get rid of negative feelings immediately and "shape up".

__ 2. Warning, admonishing, or threatening---

The teacher threatens the child with the consequences that will occur if he does something.

__ 3. Moralizing and preaching---

The teacher tells the student what he should do or what he ought to do (what's right) and is concerned that the child has the "proper" feelings.

__ 4. Advising and lecturing---

The teacher tries to show his superiority by continually giving the child solutions to his problems.

__ 5. Communicating logically and making an appeal to the child's reason---

The teacher again shows superiority by giving facts or a counter-argument and by lecturing.

__ 6. Judging, criticizing, disagreeing, or blaming a child---

The teacher has already pronounced a verdict of "guilty" without a trial. He is interested in proving that he is always right and that the child is always wrong.

__ 7. Praising, agreeing, evaluating positively, approving, buttering up---

The teacher demonstrates partiality to a student and tends to praise the person rather than the act.

__ 8. Name-calling, ridiculing, shaming---

The teacher is interested in being right and puts the student down with sarcasm or joking.

__ 9. Psychoanalyzing the child, interpreting, diagnosing---

With the best of intentions, the teacher tries to analyze the problem; so that he can be in a better position to "set the child straight".

__10. Reassuring, sympathizing, consoling, supporting---

Simple reassurance, a pat on the back, and the pretense that all is well when it isn't are the teacher's answer to a child's worries and anxieties.

__11. Probing, questioning, interrogating---

The teacher wants to know "who, what, when, where, and why". This could be used to excuse himself from involvement or possibly to gather every detail in order to solve the child's problem for him.

__12. Laughing, offering diverting responses, distracting the child, or withdrawing from the relationship entirely---

The teacher also attempts to excuse himself from involvement by treating the child's feelings lightly.

*Adapted from Effectiveness Training by Dr. Thomas Gordon.

Objective: To learn specific behaviors which can enhance leader effectiveness in leading classroom meetings.

EFFECTIVE LEADER RESPONSES

TASK DIRECTIONS

Read first and then discuss with the other workshop participants the following techniques. Put an X by the techniques you do not feel comfortable using and an O by those in which you do.

__ 1. Silence is often an effective response. It is necessary to allow group members time to think. Given such time, each member will be able to identify something learned from the experience of other class members. A period of silence that seems like an eternity to the leader with "right" answers is in reality only 30 seconds. Many times group members can be counted on to fill the void of silence. And their ideas and thoughtfulness will produce more learning than a dozen "right" answers.

__ 2. The Repeat: "You tried to cooperate but had a hard time finding a place to start." A repeat lets members know they are heard, gives them a chance to hear themselves, and gives a opportunity for correction if the leader has perceived incorrectly.

__ 3. Pairing: If another member has previously reported a similar situation, "Your experience was similar to _____." or "Both you and _____ had trouble finding a way to cooperate with your brothers." Misery does not love company but people do.

__ 4. Respond to Content: The "repeat" above is a content response because it paraphrases what happened. This is more comforting than a response to feeling which will be illustrated later.

__ 5. Expand: Given an opportunity most children will gladly tell you about their experience and in the process clarify the situation. "Can you tell us more about what your brother was doing?" "What did you try to do?"

The member senses a genuine interest and the desire of others to be helpful. The leader may wish to build excitement either with the member or the entire group. The same situation presents the opportunity.

__ 6. Action Response: Once a basic relationship exists between the leader and the group as well as among group members, the leader may take action responses. The basic relationship means that a supportive atmosphere exists and the response will not be perceived as criticism or a put down.

__ 7. Feeling Response: Like action responses, feeling responses are more personal. To identify the feeling, think first in gross terms of pain and pleasure and then narrow to the more specific feeling. "You were pretty discouraged at not being able to get something started." "Were you annoyed?" Again, a wrong guess enables you to improve your mark.

__ 8. Ask for an Explanation: By comparison why questions are more exciting than what, when, or where questions, but why questions demand an explanation. "Why wouldn't your brother let you help him?" "Why did you wait until yesterday to try to cooperate with your brother?" Most of the time children do not know the "why" of their behaviors and will feel defensive in their efforts to come up with the "right" answer.

Compare the feeling tone generated by the above questions with the more comforting "When did you start yesterday?" Where were you when you tried to cooperate?" "Who was with you?" In general, "why" questions are probably to be avoided by the discussion group leader but on occasion they will fit in with your goals.

Objective: To role-play "selling" classroom meetings to an administrator.

Activity:

"PUTTING IT TOGETHER"

TASK DIRECTIONS

You have been involved in learning about classroom meetings, their purposes and specific skills in leading them. This activity is a practice time for promoting their value and emphasizing aspects of the program in a role-playing situation. There will be 3 roles for each member of your group to play.

Actor : teacher who wants to begin classroom meetings on a regular twice a week basis.

Responder: principal who isn't sure about the amount of time involved and is in general skeptical.

Observer : give feedback to the actor about his/her salesmanship and what points were particularly potent. (The responder can give feedback about potent points too.)

1. Each person become A, B, C.

2. For the first round
   A = Actor
   B = Responder
   C = Observer

3. Role-play the situation for 5 minutes.

4. Give feedback to each other for about 3 minutes.

5. Switch roles
   B = Actor
   C = Responder
   A = Observer

6. Go through the role-playing and feedback process as before.

7. Switch roles
   C = Actor
   A = Responder
   B = Observer

PARTICIPANT SUMMARIES

Objective: To give more specific information on the purposes of classroom meetings.

CLASSROOM MEETINGS

TASK DIRECTIONS

Read this handout at your own leisure outside the workshop. It gives you a review and more specifics into the purposes and physical aspects of classroom meetings.

Purposes of Classroom Meetings

1. Allows students to experience Glasser's three components of academic success.
   - -involvement
   - -relevance
   - -thinking
2. Provides success experience. No one in class can fail because in a class meeting there is no right or wrong answer.
3. Allows the more and less capable students in a class to interact on an equal basis.
4. Promotes cohesiveness of class.
5. Solves many classroom problems.

Physical Aspect of Class Meetings

1. Need ground rules for conducting meetings.
   - -get the group into a closed circle in the classroom, teacher and students.
   - -work on an idea which has no right or wrong answer; not a factual or simple answer; open-ended subject.
   - -attempt to solve the individual and group educational problems of the class and the school - to solve the problems of living in their school world.
   - -all problems relative to the class as a group and to any individual in the class are eligible for discussion.
   - -discussion itself should always be directed toward

solving the problem; the solution should never include punishment or fault finding.
-meeting held just prior to a natural class break-lunch, recess, etc.

2. Meeting time should be consistent.
   -Elementary school - at least once a day.
   -High school - perhaps two or three times a week
   -Length of individual meeting would vary according to grade level of participants.

Objective: To give more specific information on the background of classroom meetings.

CLASSROOM MEETINGS

TASK DIRECTIONS

Read this handout at your own leisure outside the workshop. It gives you a review and more specifics into the background of classroom meetings.

". . . . They (school systems) must help people develop the sense that "I'm somebody, people care about me, and I care about other people. I've learned successfully some things that are useful and also make sense to me, and while I may not be able to use them directly right now or later, they're still good and I feel good about what I've learned.' . . . ."

-taken from "A Talk With William Glasser," Learning December 1972.

The Reality Concept - William Glasser

Description and History:

The Reality Concept is based on the theory that a successful identity is found only through responsible behavior. Responsibility is defined as the ability to fulfill one's needs and to do so in a way that does not deprive others of the fulfillment of their needs. Responsibility is brought about through an examination of goals, values, and behavior, and followed up by planned behavior changes.

The Reality Concept is one of the most recent behavior change approaches. It was developed by Dr. William Glasser and Dr. G. L. Harrington during the 1950's during their work at the Ventura School for Girls in Southern California. This concept is designed "to help those already successful to maintain their competence and help others become successful."

Principles of the Reality Concept (*applied here to the classroom situation):

1. Involvement - This begins with the teacher who needs to be warm, sensitive, understanding and honest. This kind of relationship is essential. Only when a feeling of care and

concern is established through involvement can progress occur. This care is not a blind acceptance of all the child's actions and feelings. It is a concern which is shown through praise for acceptable behavior and rejection of unacceptable behavior. The teacher must be tough - he or she must be able to survive the anxiety produced in such disapproving situations. It is felt that in this way, the teacher's concern is much more real to the student when he is encouraged to become involved with those around him.

2. Current Behavior - Although the child's past and his feelings about it are acknowledged in the Reality Concept, the emphasis is on current behavior. It is hoped that this will discourage the student from relying on his past or his feelings as excuses for present actions. The emphasis is put on "what" (referring to behavior) and "how" (referring to reactions and feelings about behavior), rather than "why." This helps the child become aware of his behavior and to understand that his behavior is a self-involvement that he chooses.

3. Evaluating Behavior - Although the teacher serves to guide and suggest behavior, the final judgement on the value of behavior is left to the student. He is responsible for critically judging his actions and its value to himself and to others. When a child decides that an illegal or "negative" action has value for him, he must be advised of the likely consequences of his actions and be willing to accept them. The responsibility is in his hands.

4. Planning Responsible Behavior - Once a value judgement is made about a particular behavior, the teacher and student work together to plan future responsible behavior. Often the student is at a loss in this area. The teacher guides and suggests appropriate behaviors, but the student makes the final decision as to what is best for him and for others involved. Plans must be realistic and appropriate. They are revisable if found to be unworkable, but a good effort should be made to carry it out.

5. Commitment - Either verbal or written, the student must truly commit himself to the plan. Because of the involvement he has established with another individual, it is easier to commit himself. Someone else cares whether he succeeds or not. This involvement is expecially essential at this point in time. Written commitments are encouraged as they often seem stronger and more real to the student.

6. Accept No Excuses - If a plan does not work out, the values professed must first be examined. If they are still valid, the plan must be re-evaluated. If the plan is reasonable, the individual then must either re-commit himself or completely uncommit himself from the plan and devise a new, more appropriate or feasible one.

   If he has decided to re-commit himself to the plan, the teacher must never excuse the student from the responsibility of the commitment. Excuses let the person off the hook, and deny his responsibility for the behavior, or lack of.

7. No Punishment - Punishment breaks the involvement necessary for the person to succeed. Encouragement, on the other hand, solidifies involvement. Thus, good behavior is encouraged, failures are de-emphasized. Punishment tends to reinforce one's failure identity and increase his sense of loneliness and hopelessness, often resulting in withdrawal and/or hostility. It does not allow the individual to judge his own behavior.

   Consequences of behavior are different from punishment, which tends to be punitive. Consequences give the individual feedback on his behavior and allows him to redirect his actions.

Materials by William Glasser:

Reality Therapy (1965)
The Identity Society (1971)
Schools Without Failure (1968)
Parent Involvement Program (1972)

Objective: To summarize information on classroom meeting types.

CLASSROOM MEETING TYPES

TASK DIRECTIONS

Read this handout for review of the three types of classroom meetings and to help with the following activity, Worksheet #2.

Social-Problem Solving Meeting

Concerned with student's social behavior in school; i.e., the seniors are particularly noisy during their free study period. This disturbs other students and teachers. How can this be handled?

All problems relative to the class as a group and to any individual in the class are eligible for discussion.

The discussion itself should always be directed to solving the problem; the solution should never include punishment or fault-finding.

Open-Ended Meetings

Concerned with intellectually important subjects. Students are asked to discuss any thought-provoking questions related to their lives; i.e., What would you buy if you had a thousand dollars?

Type of meeting which should be used most often, even where behavior problems are most prevalent. The more it's used, the more it's applicable.

Educational-Diagnostic Meetings

Always directly related to what class is studying; i.e., the class is disappointed that after studying the Americal Revolution, the students still didn't feel they understood the dimensions of it.

Can be used by the teacher for a quick evalutation of whether teaching procedures in the class are effective.

CLASSROOM MEETINGS
STAFF DEVELOPMENT
PACKAGE

GAME BOARD
AND
CARDS

Enclosed are the game board and cards needed to play the game described in Activity 3, Goal 3 of the Classroom Meetings Staff Development Package. In order to play the game, you will need to assemble the game board and cut out the different game cards provided. You will also need one die in order to play the game.

If you said something like:

Ordering - Directing - Commanding

ROLL AGAIN

If you said something like:

Warning - Admonishing - Threatening

ROLL AGAIN

SABOTAGE

Situation: Read the "Situation card."

Teacher Response: "Bob! I don't want to hear you talking about Mrs. Fetters that way again! She is the lunchroom supervisor and you are to do what she says!"

If the teacher consistently uses this type of response in the classroom meeting, he will destroy the progress of the group. What type of sabotage technique is the teacher using?

SABOTAGE

Situation: Read the "Situation card."

Teacher Response: "Bob, if I hear you talk that way about Mrs. Fetters again, I will contact your parents! And if you can't keep on the topic of our group discussion, then you will have to leave the room!"

If this teacher consistently uses this type of response, she will destroy the progress of the group. What type of sabotage technique is the teacher using?

SABOTAGE

There are usually four major steps in trying to deal with a group member who plays a consistent and disruptive sabotage game: (1) you respond by referring to the content of his statements; (2) you let the group discuss "what is happening now" or "What is really being said here"; (3) you disclose here-and-now-type feelings; and (4) you talk to the individual outside of the group setting. You have such a group member and you have reached step #4. What kinds of things might you say to this individual?

SABOTAGE

There are twelve major sabotage techniques that a defensive leader could "play" while responding to the group. Without looking at your hand-out, list and describe four of the sabotage techniques.

If you said something like:

The leader could suggest that the child make a contribution to the group (i.e. helping someone else speak out more.)

or

The leader could confront the individual about his purposes in the form of an I-message.

or

The leader could recommend other resources where the individual might obtain additional help (i.e. the counselor).

or

The leader might suggest the logical consequence that the individual drop out of the group for a while.

ROLL AGAIN

If you described any four of the following:

1. Ordering, directing, commanding
2. Warning, admonishing, threatening
3. Moralizing and preaching
4. Advising and lecturing
5. Communicating logic and making an appeal to reason
6. Judging, criticizing, disagreeing, blaming
7. Praising child and not the act; buttering up, approving
8. Name-calling, ridiculing, shaming
9. Psychoanalyzing, interpreting, diagnosing
10. Reassuring, sympathizing, consoling, supporting
11. Probing, questioning, interrogating
12. Laughing, offering diverting responses,

---

distracting, withdrawing

ROLL AGAIN

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "Let's look at this a bit more, Bob. Who does Mrs. Fetters yell at?.... Can you think of a reason why Mrs. Fetters gets so upset?....

If the teacher uses this kind of response continually, he will destroy the progress of the classroom meeting. What type of sabotage technique is the teacher using?

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "Oh, Bob - I'm sure it isn't that bad! Why don't you try 'killing Mrs. Fetters with kindness.' Tell me later how it goes."

This type of response will soon discourage any group progress. What kind of sabotage technique is this teacher using?

If you said something like:

Probing - Questioning - Interrogating

ROLL AGAIN

If you said something like:

Laughing - Offering Diverting Response - Distracting the Child - Withdrawing from the Relationship Entirely

ROLL AGAIN

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "Now Bob, help me to understand this problem. Exactly what does Mrs. Fetters say when you begin to talk to each other? And is that talking in "quiet voices" or talking loudly across the room?..."

Continuance of this type of response will hinder any group progress. What type of sabotage technique is this teacher using?

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "Oh, Bob, I'm sorry to hear about this. I'm sure, though, that if we all try hard to help Mrs. Fetters during lunch period, it will turn out all right."

Constant use of this kind of response during a group meeting will inhibit progress. What type of sabotage technique is the teacher using?

If you said something like:

Psychoanalyzing the Child - Interpreting - Diagnosing

ROLL AGAIN

If you said something like:

Reassuring - Sympathizing, Consoling, Supporting

ROLL AGAIN

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "Oh, Bob! (Patronizing tone of voice) you know you shouldn't speak that way about Mrs. Fetters. We should always respect our elders, dear."

If this teacher consistently uses this type of response, she will destroy the growth of the group. What type of sabotage technique is the teacher using?

SABOTAGE

Situation: Read the "Situation card."

Teacher Response: "Now, Bob, you know the situation in the lunch room. If I were you, I'd just do what Mrs. Fetters says. Of course, another way of handling the problem is to talk to Mrs. Fetters about how you feel."

This teacher consistently uses this type of response and he is inhibiting any progress in the group. What type of sabotage technique is this teacher using?

If you said something like:

Moralizing - Preaching

ROLL AGAIN

If you said something like:

Advising - Lecturing

ROLL AGAIN

SABOTAGE

Situation: Read the "situation card."

Teacher Response: "You're a good group member for bringing this to our attention, Bob. Maybe we should look into it. You're such good boys and girls for not causing Mrs. Fetters a lot of trouble."

If this teacher consistently uses this type of response, she will destroy the progress of the group. What type of sabotage technique is she using?

SABOTAGE

Situation: Read the "situation card."

Teacher Response: (sarcastic tone of voice) "Bob! Of all the ridiculous things to say! Maybe your stomach ache is from your lunch and not from Mrs. Fetters!"

Continual use of this type of response will inhibit any progress this teacher might hope the group will make. What kind of sabotage technique is he using?

If you said something like:

Praising (the person and not the act) - Agreeing - Evaluating Positively - Buttering up - Overly Approving

ROLL AGAIN

If you said something like:

Name-calling - Ridiculing - Shaming

ROLL AGAIN

SABOTAGE

Situation: Read the "Situation card."

Teacher Response: (Patronizing voice tone) "Now Bob - stop to think. You know how loud and slow it can be when everyone talks instead of eating lunch. Mrs. Fetters is just trying to keep your lunch period running smoothly."

If this teacher continues using this type of response, he will inhibit any group progress. What type of sabotage technique is the teacher using?

SABOTAGE

Situation: Read the "Situation card."

Teacher Response: "Bob, I doubt if Mrs. Fetters would bother you so much if you weren't always goofing off during lunch period! Mrs. Fetters is trying to do a good job - why don't you help her out."

If this teacher continues using this type of response, she will inhibit any group growth. What type of sabotage technique is the teacher using?

If you said something like:

Communicating Logic and Making an Appeal to the Child's Reason

ROLL AGAIN

If you said something like:

Judging - Criticizing - Disagreeing - Blaming

ROLL AGAIN

SABOTAGE

Group members can also sabotage the classroom meetings. Their behavior is purposive and can usually be described by the "four goals of misbehavior." Without looking at any previous handouts, describe the four goals of misbehavior and how the child wants the teacher to feel.

If you said something like:

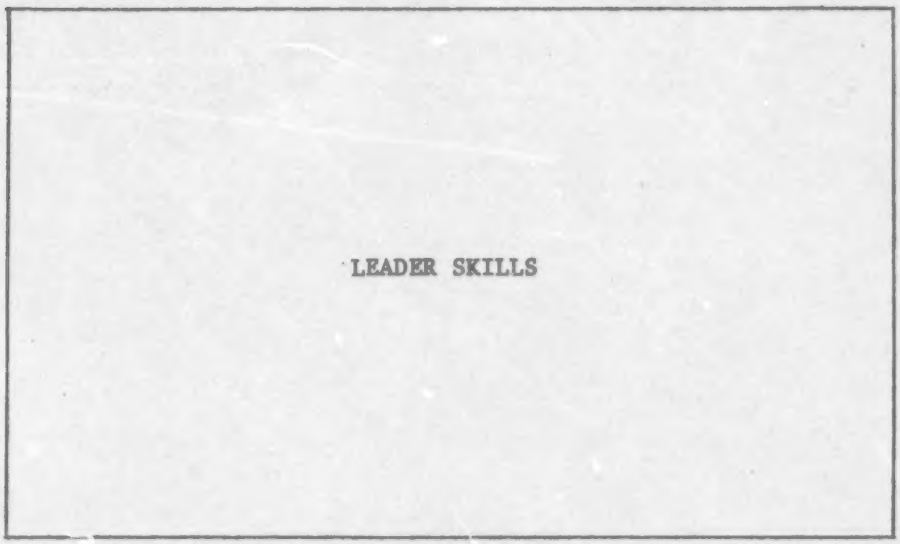
Goals of Misbehavior	Teacher Feeling
1. Attention	Annoyed
2. Power	Angry, provoked, authority is threatened
3. Revenge	Deeply hurt
4. Display of Inadequacy	Despair, hopelessness, "I give up"

ROLL AGAIN

SABOTAGE

SITUATION CARD

It is the second classroom meeting and the students are learning the techniques of how to function within the group setting. Today's topic is "student responsibility at recess and in the lunch room." The meeting is at the point where the students are loosining up and really getting into the discussion. Bob now presents a related topic to the group: "We've been talking about how we should act at recess and lunch, but we have a big problem too. It's Mrs. Fetters (a woman who is employed as the lunch room supervisor). She's a real pain! She won't let us talk or laugh while we eat lunch - and if we do, she yells at us. And we have to eat so fast; all she says is 'Hurry, hurry, hurry - the next group will be here soon.' (Bob mimics her voice.) It makes my stomach hurt. She's dumb and I don't like her!"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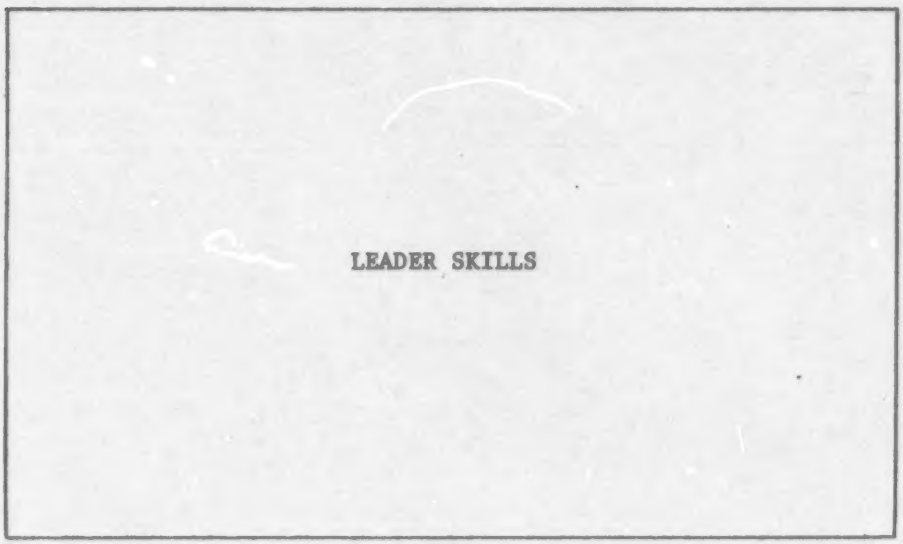
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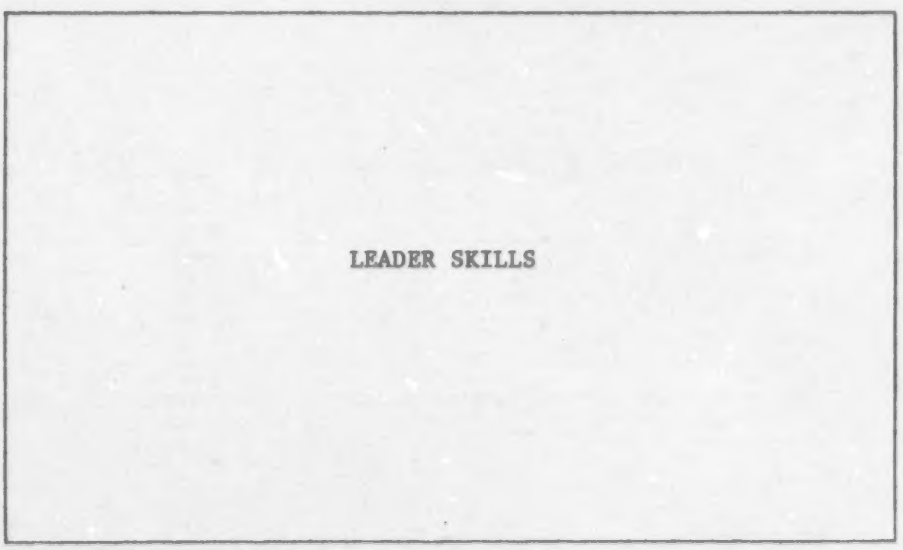

LEADER SKILLS

Cassie excitedly reports to your classroom meeting about how she successfully was able to cooperate with her sister while doing the dinner dishes. You have helped her in DEVELOPING TENTATIVE HYPOTHESES and she is risking applying these hypotheses.

GO AHEAD 2 SPACES!

Al is describing how he attempted to respond to Ronnie's trying to pick a fight with him: he walked off towards the other side of the playground; however, when Ronnie followed him, he ended up fighting. All you are able to concentrate on is his adding to the power sturggle by exchanging blows. As the leader, you should encourage him (he did try to remove himself from the situation as a first step) and try FOCUSING ON THE POSITIVE.

GO BACK 2 SPACES

The goal today for the students in the classroom meeting is to describe what they like about their parents. As the leader, you know how important it is to try FOCUSING ON THE POSITIVE.

GO BACK 2 SPACES

LEADER SKILLS

LEADER SKILLS

LEADER SKILLS

It's the first session of your classroom meeting and you are attempting to keep the discussion centered around "communication with teachers and students." However, Joan and Sally are in the corner criticizing the school system; Harold, Les, and Joe are discussing communication among themselves; and the rest of the members of the class look bored. This meeting needs STRUCTURING!

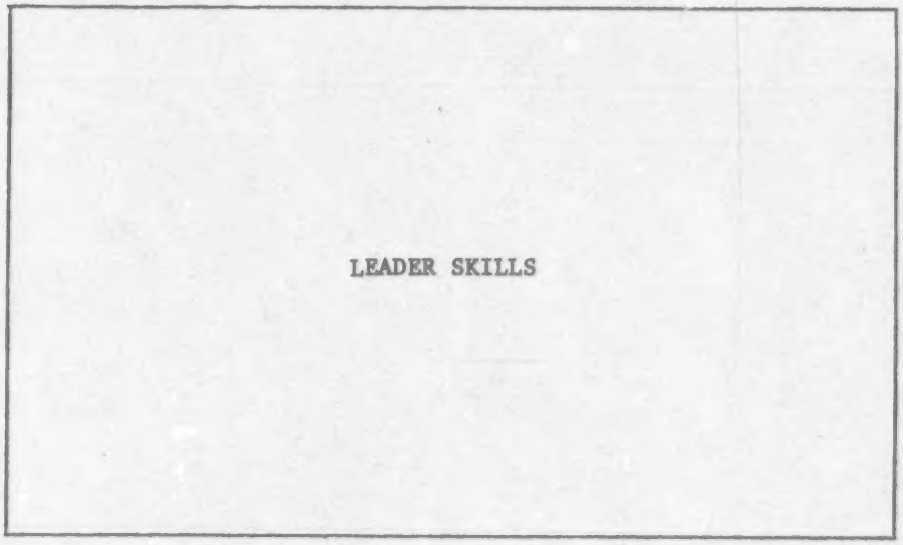
GO BACK 3 SPACES

The classroom meeting is in session and the group is discussing student responsibilities as they relate to school. A few of the members try to maneuver the discussion into a verbal attack on various teachers' methods and requirements. As leader, however, you bring the conversation back to pinpointing what are the school responsibilities of children. Good STRUCTURING?

GO AHEAD 2 SPACES

It is the second meeting you have tried with your classroom and Carrie is expressing a concern about how to get along with her brother. As the leader, you turn to the group and ask, "Has anyone else also had that kind of problem?" Other group members identify with the situation and begin to respond. Good UNIVERSALIZING!

GO AHEAD 3 SPACES!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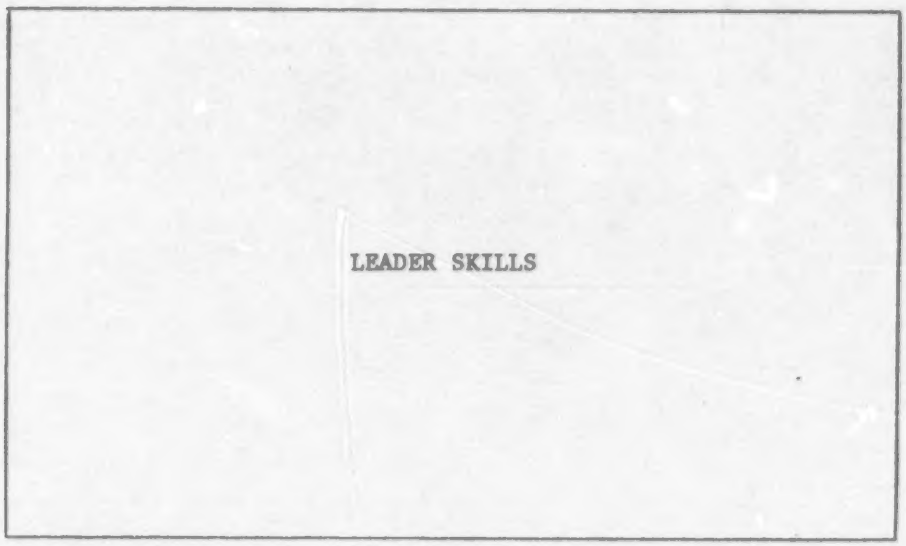
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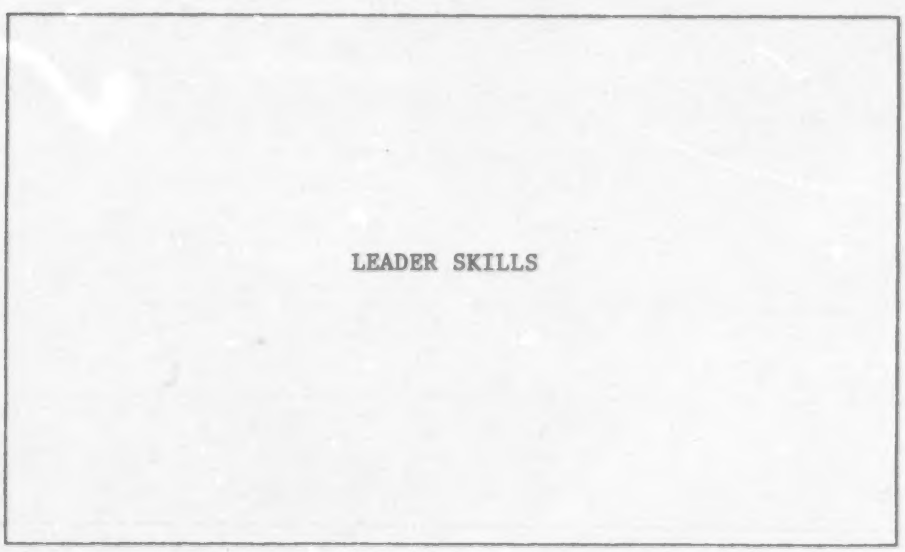

LEADER SKILLS

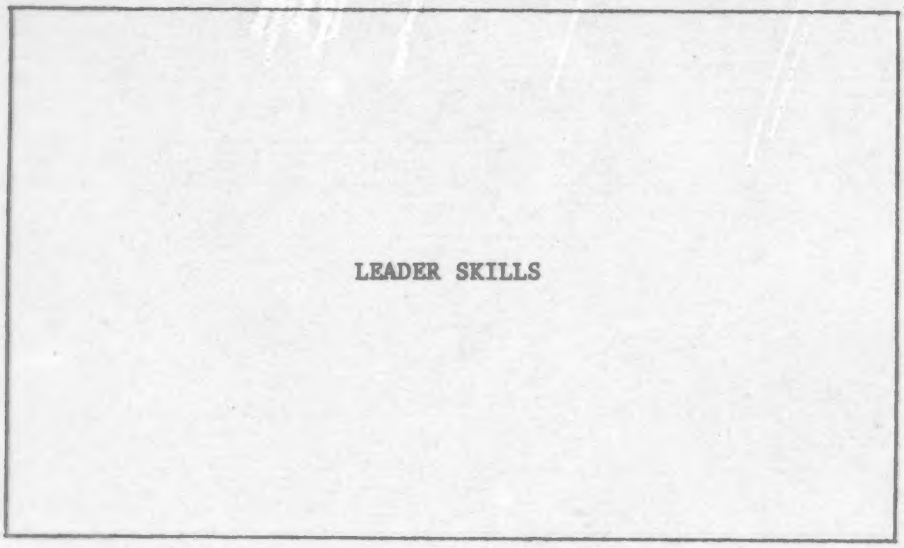
Susan is relating during the classroom meeting about a conflict situation she had with her mother. The result of the conflict left some questions in her mind about why they both acted the way they did. Immediately two classmates respond to her remarks with such comments as "That kind of thing has been bothering me too" and "I had a similar experience with my dad." They are UNIVERSALIZING themselves because of the pattern you established earlier in the group.

GO AHEAD 3 SPACES!

Sally Ann is concluding an emotional description of how the teacher on playground duty was unfair to her. All she receives is sympathetic (or embarrassed) mumblings. What could really be helpful here is FEEDBACK from the leader and other group members.

GO BACK 2 SPACES

Your weekly classroom meeting has just begun and Larry presents his problem - how to react to a neighborhood bully - before the class. Discussion follows. Then, to get Larry to begin to apply newly learned theories to a specific situation, you lead him through a series of questions: What specifically happened, how did it make you feel, what did you do, then what happened, and so on. You are helping Larry in DEVELOPING TENTATIVE HYPOTHESIS.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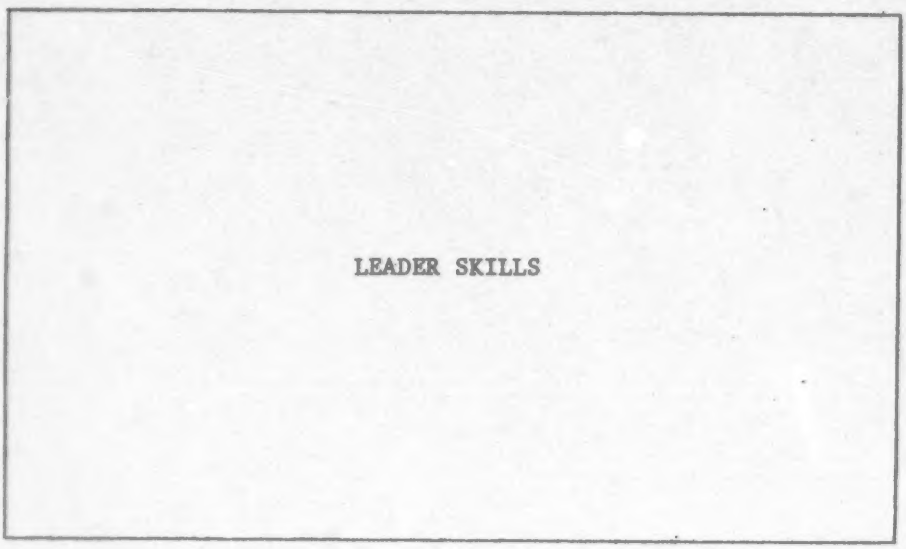
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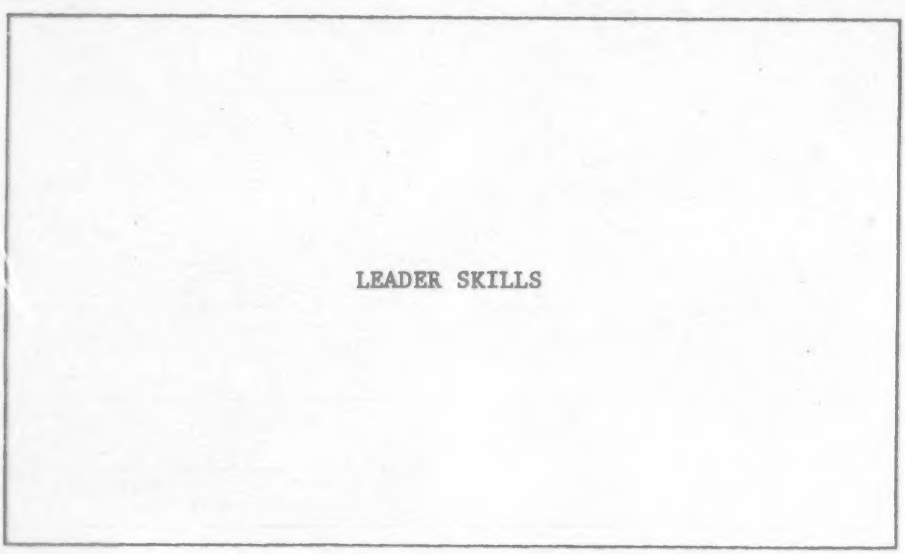

LEADER SKILLS

Louis often complains in the classroom meeting about the way his little brothers act toward him at home. Yet when you try to get him to pinpoint specific situations and apply the theories he has learned, he noncommitedly replies, "I'll try." You feel discouraged because you know that TASK SETTING AND OBTAINING COMMITMENTS are important parts of the learning process.

GO BACK 1 SPACE

The classroom meetings have been going on for several months now and the enthusiasm and involvement are showing a definite increase. As leader, you have established the pattern of a "homework" assignment - when applicable - to apply techniques learned during the meeting. Then at the next class meeting the students report about their experiences. Good TASK SETTING AND OBTAINING COMMITMENTS!

GO AHEAD 2 SPACES!

The third classroom meeting is over and two of the students have come up to you and expressed dissatisfaction with the progress of the group. You also have been concerned about the group's involvement. You leave the school frustrated and a bit discouraged. SUMMARIZING during the meeting would have helped to clarify feelings and mistaken impressions.

GO BACK 1 SPACE

LEADER SKILLS

You and your students are in the middle of the fourth classroom meeting. The discussion seems to be floundering. Various members seem to want to skirt the subject instead of talking about the real issue at hand. You stop the discussion for a minute and ask such questions as: "What is happening to our group, how are you feeling right now, what are we wanting to accomplish during this session?"

GO AHEAD 2 SPACES

LEADER RESPONSES

LEADER RESPONSES

LEADER RESPONSES

You and your students are holding an educational-diagnostic classroom meeting. You are concerned that the unit on the Civil War did not have a full impact on the students. Jimmy remarks that he really didn't understand all the things that caused the war to begin. After a few other comments, Linda also remarks that she didn't see why the South wanted to go to war. As the leader you want the students to feel comfortable while risking and revealing themselves so you use a PAIRING response: "Both you and Jimmy have similar difficulties in understanding the basic causes of the Civil War".

GO AHEAD 1 SPACE!

This is the first classroom meeting and the students seem somewhat ill-at-ease. You have decided that you want to establish a comfortable atmosphere for them to share in; so you direct most of your remarks about their situations to RESPONDING TO CONTENT. For example, Joy described how the six graders often chase and tease them on the playground. You react with: "You would like to get along with the older children and not have them tease you, yet you aren't sure how to start?"

GO AHEAD 1 SPACE!

Phillip is trying to enlist the help of the other students in the classroom meeting. He wants to learn how to stop the way his brother picks on him at home. The group has meet several times together now and you would like to build a little more excitement in the group. So you ask Phillip: "Tell us more about what your brother does to you. What do you do while he acts this way?" Good use of an EXPAND-RESPONSE.

GO AHEAD 2 SPACES!

LEADER RESPONSES

LEADER RESPONSES

LEADER RESPONSES

This is the tenth classroom meeting and the students are very interested in having an opportunity to discuss and receive help with their personal situations. However, as leader you have been giving several examples from your own experiences to teach specific points. This extensive use of CONCRETENESS responses by the leader is unwise. CONCRETENESS should be used sparingly by the leader in the later group sessions.

GO BACK 1 SPACE

The REPEAT RESPONSE: Maggie has been reluctant to get involved in the classroom meeting discussions. Today, however, she timidly tells of a problems situation she is having with her brother. You want her to feel understood and comfortable in sharing. So you repeat the basic content: "You would like to get along better with your brother, but you're having a hard time knowing how and where to start."

GO AHEAD 1 SPACE!

Peter is attempting to describe at the class meeting how his sister teases and bothers him at the dinner table. You respond: "I remember from last week that Jason was describing a similar problem. Both of you seem to have behavior trouble with sisters who tease you." This was a good PAIRING response for you to make.

GO AHEAD 1 SPACE!

LEADER RESPONSES

LEADER RESPONSES

LEADER RESPONSES

You are leading your second classroom meeting and you still feel a bit nervous. Joanie has just described a problem she has had with her cousin and has asked, "What should I have done?" The "right" answer seems obvious to you - yet none of the other students are volunteering a solution. So, to keep things "moving", you suggest your "right" answer. In this case, SILENCE would have been an effective response. Thirty seconds may seem like an eternity to you - but it would have allowed others to get up the courage to speak out.

GO BACK 1 SPACE

Jamie has just posed a question about one of the ideas presented during the classroom meeting. You decide to use SILENCE as a response for Jamie. After a short while, Susan - who usually has a difficult time speaking before the others - begins to explain her viewpoint concerning the idea in question. Good leader response!

GO AHEAD 2 SPACES!

You have been having classroom meetings for a few weeks and you are not teaching about the goals of misbehavior. The students are not becoming involved in the discussion very easily. To illustrate your teaching point and to get the discussion going, you begin to describe a personal example of an attention-getting method you used as a child. This is a good use of CONCRETENESS in response to the tension of the group.

GO AHEAD 2 SPACES!

LEADER RESPONSES

LEADER RESPONSES

LEADER RESPONSES

You have been having weekly classroom meetings for many months now, and the class has become a close, supportive group. Andy has brought up a problem he is having with a close friend in another classroom. You give an ACTION RESPONSE: "What would you like to do about it, Andy?" This launches Andy and the group into generating a plan on how to handle the situation.

GO AHEAD 1 SPACE!

Jeff came to school this morning noticeably upset. During the classroom meeting he explained how before school he had fallen on the sidewalk, tore his jeans, and the other boys had laughed at him. You quietly remarked: "You must have felt hurt and maybe a little angry when they laughed at you." Good FEELING RESPONSE.

GO AHEAD 2 SPACES!

Your class has been having meetings once a week for several months now. A few students are discussing the gym teacher's methods of making each student perform before the entire class. Holly remarked, "Yesterday we were suppose to take turns doing cart wheels in front of everyone. I couldn't do one and they laughed at me." You respond, "You must have felt hurt and embarrassed when they laughed at you." Good FEELING RESPONSE.

GO AHEAD 2 SPACES!

LEADER RESPONSES

The topic being discussed at today's classroom meeting is "tardiness and its consequences." Jeff is complaining that he was late yesterday because his mother didn't make sure he got up in time. You respond: "Why did you decide that getting to school on time was her responsibility and not yours?" This ASK-FOR-AN-EXPLANATION-RESPONSE (the Why-question) is usually to be avoided by the group leader. It is often to confrontive for a group member. Rarely - in extreme cases - would this type of response fit in with your goals.

GO BACK 1 SPACE!

What have you done this past week to help someone? Tell the group about it.

What is your favorite food? - Why?

Tell someone in your group what you like about him or her.

CHANCE

CHANCE

CHANCE

Describe how you feel right at this moment.

Tell about a favorite toy you had as a child.

If you could change the world, what one thing would you change? - Why?

CHANCE

CHANCE

CHANCE

If you could travel anywhere in the world, where would you like to go? - Why?

What is your favorite color? - Why?

Describe the "ideal" student - use only four adjectives.

CHANCE

CHANCE

CHANCE

Give an I-Message to someone in your group.

What is your favorite T.V. show? - Why?

Smile at the members of your group.

CHANCE

CHANCE

CHANCE

What one thing do you enjoy most about your job?

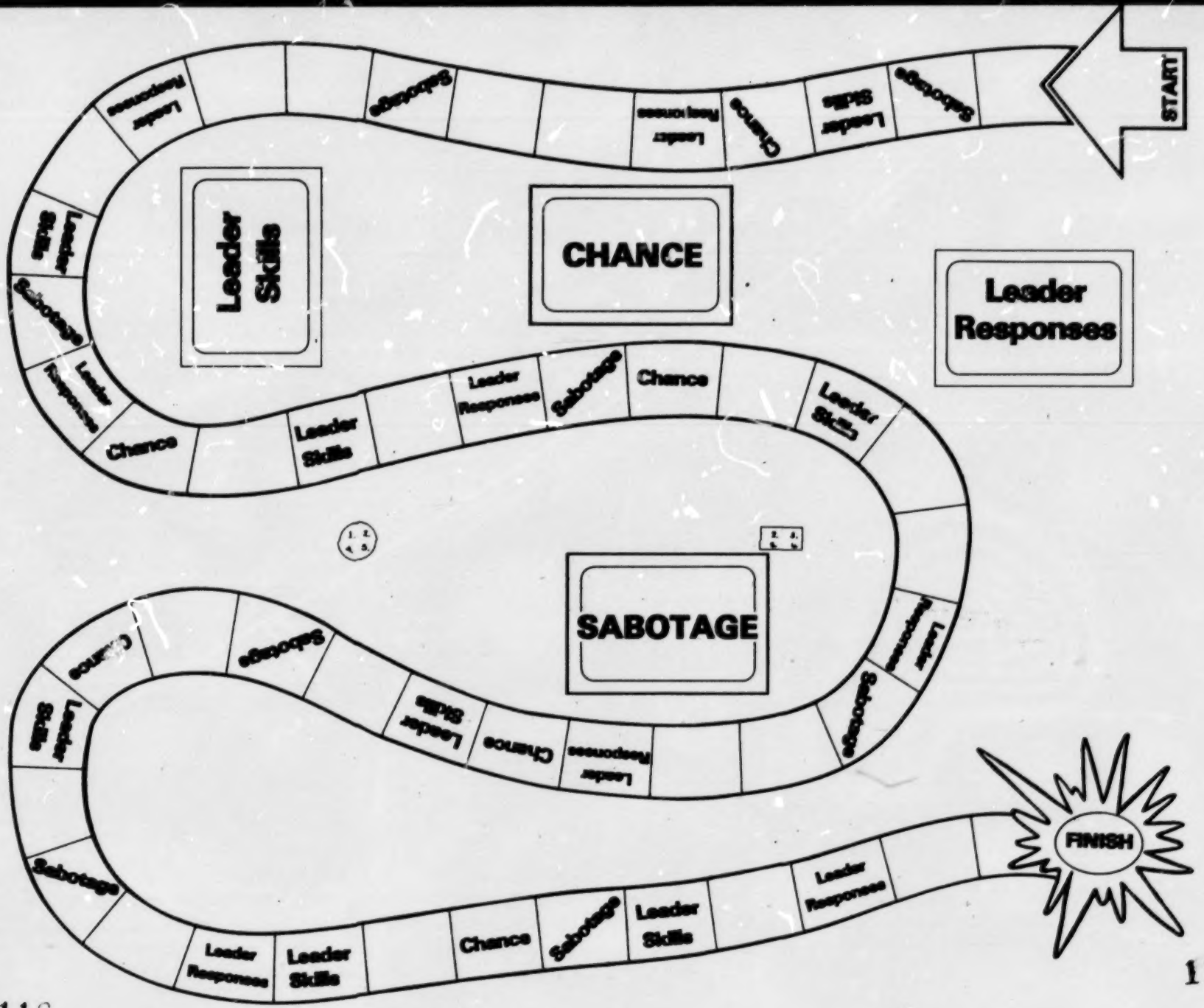
What one thing do you like least about your job?

If you could change into any animal, what would you become? - Why?

CHANCE

CHANCE

CHANCE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